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ABSTRACT

This 189-citation annotated bibliography on classroom management is organized in three sections: (1) Instructional Management; (2) Physical Management; and (3) Behavior Management. The first section contains references related to the diagnosis of learning styles, teaching skills, individualization of instruction, learning strategies, mainstreaming, teaching multicultural students, and the problems of the urban school. Section two provides references on creating a physical environment conducive to learning, maintaining records, and handling non-instructional tasks. The final section offers references on behavior modification and student motivation. (JD)

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CLASSOOM MANAGEMENT BIBLIOGRAPHY

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BIBLIOGRAPHY
CLASSROOM MANAGEMENT

Classroom management is a topic of increasing concern to educators and the public at large. Violence, vandalism, teacher burnout, student hostility, and illiteracy are grim reminders that the ability to establish and maintain an environment where learning can and does occur is a professional skill that not all teachers have acquired. Adequate knowledge of a specific subject or an abiding love of children are simply not enough. Teachers need to know more than content and be able to do more than love kids.

The search for a fool-proof method of classroom management or a simple solution to management problems has resulted in frustration because every new method or gimmick or approach lacks something. A one-dimensional approach may indeed meet the needs of some teachers, some schools, and some kids for at least some of the time - but not all teachers, all schools and all kids for all of the time. The resulting frustration has culminated in the current, strong movement to the back-to-the-basics (power and punishment) approach. Corporal punishment is staging a comeback throughout the country. Fortunately, most educators are not comfortable with this giant step backwards and continue to seek a more reasonable, humane solution.

The search for one answer or method will continue to be a futile search. A uni-dimensional approach, of any kind, is doomed to failure and frustration simply because the task is multi-dimensional. We have consistently ignored the fact that the skills of effective classroom management are sophisticated and complex. Further, the classroom teacher must be educated as a professional with the ability to select and use a wide variety of skills and strategies appropriate to different conditions and varying objectives to achieve optimal educational goals.

Dewey and Judith Carducci (1984) speak of this knowledge of skills and strategies as the "tools" with which the teacher works and then highlight the professional ability that makes these tools effective.

> A tool is only as good as the skill with which it is used and the appropriateness of the circumstances under which it is used. Without practice and judgment they may be useless at best, harmful at worst.
>
> If a tool is used in a clumsy way, for the wrong reasons, or in inappropriate circumstances, the tool is not to blame. The tool is no less a tool and its usefulness is in no way diminished. (We) have seen teachers angrily declare that a tool "doesn't work", when the real problem was that the tool was being used improperly or for the wrong reasons. Some teachers want instant results from a tool they have not yet learned to use, with students whose problems developed over many years (p. 10-11).

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The following bibliography is offered to assist the classroom teacher in conceptualizing a comprehensive approach to classroom management and in developing a rich repetoire of tools. There are three major sections: (1) Instrctional Management, (2) Physical Management, and (3) Behavior Management. The Interactive Triad Model of Classroom Management (See Figure 1.) which is the structure upon which the bibliography is based, illustrates the dynamic, multi-dimensional, interactive nature of the many components of effective management. It is difficult to isolate and classify the components of classroom management and it is equally difficult to classify many of the books cited, for it is truly a complex and interactive process. Many of the books could easily be included in more than one category.

Although the bibliography is not exhaustive, it is comprehensive. Included are theoretical and practical books and books of varying difficulty. Readers will find that each book contains further references for those who seek primary sources or additional reading. To read every book would indeed be a colossal undertaking; the teacher is encouraged to be both introspective and selective, and to use the bibliography as a ready reference for an individualized approach to professional growth and development.

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INSTRUCTIONAL MANAGEMENT

If the learning needs of the individual student are not being met, "discipline" problems are likely to ensue. Bored students, frustrated students and defeated students will usually react in ways that are disruptive to the learning environment. Misbehavior is often a direct reaction to boredom, or a justifiable defense mechanism of a frustrated or angry student. Of equal seriousness, at least to the individual if not to the group, is when students withdraw in defeat instead of acting out in rage.

Educators have long acknowledged that students differ in abilities, interests, learning styles, and goals and yet we have been slow in acting upon this knowledge. In addition, new challenges have arisen. Mainstreaming of mildly handicapped students is a fairly recent phenomena in the regular classroom. Teachers must now plan to meet the instructional needs of these special students and the twenty-nine others in the class. Children of various cultures and with backgrounds which differ from that of their teachers do learn in unique ways. Teachers must learn to tailor instruction so that all students progress steadily and feel satisfaction not only in their newly acquired knowledge but also in themselves as competent and worthwhile individuals.

The following section contains references related to the diagnosis of learning styles, teaching skills, individualization of instruction, learning strategies, mainstreaming, teaching multicultural populations, and the unique problems of the urban school.

Barbe, W.B. & Swassing, R.H. (1979). Teaching through modality strengths: Concepts and practices. Columbus, OH: Zaner-Bloser.

> The authors of this book use the concept of modality - visual, auditory, and kinesthetic - to help teachers tailor instruction to students' individual learning styles. It provides the teacher with a means of identifying the child's modality strength and then recommends strategies that help capitalize on that strength. The book is focused on strength; how to help children learn through modality strengths and how to use those strengths to overcome deficiencies. So much has been said about perceptual modalities, yet this book is valuable for its practical contributions.

Beane, J.A. & Lipka, R.P. (1984). Self-concept, self-esteem, and the curriculum. Boston: Allyn and Bacon.

> It is difficult to contain praise for this long overdue book for as much as teachers have heard about self-concept and self-esteem, this is the first truly useful book that has been written which is not either too simplistic or very theoretical. Educators will be grateful for the assistance in moving past simplistic smiling faces to an in-dept understanding of how school can positively or negatively effect their students' sense of self.

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Bennett, N. amd others. (1976). Teaching styles and pupil progress. Cambridge, MA: Harvard University Press.

Bennett's book examines the range of teaching styles from the formal, teacher-centered, controlled classroom at one extreme to the informal, more open, student-centered classroom at the other. Further, it inquires into the strengths and weaknesses of each. Two sets of questions are addressed: 1) Do various teaching styles differentially affect the intellectual and emotional growth of pupils?, and 2) Do different types of pupils perform better under certain teaching styles than others? Jerone Bruner's thoughtful foreward is an integral part of this book.

Blackburn, J.E. & Powell, W. C. (1976). One at a time all at once: The creative teacher's guide to individualization without anarchy. Pacific Palisades, CA: Goodyear.

This is an excellent resource for the teacher who needs some specific, concrete help in individualizing instruction. It provides a philosophy and appropriate instruction and examples for both elementary and secondary teachers. Learning Centers, Individual Learning Packages, Student Contracts, a variety of learning strategies, and educational games are quite fully explained and illustrated.

Bloom, B.S. (1981). All our children learning: A primer for parents, teachers, and other educators. New York: McGraw-Hill.

A collection of Bloom's papers that were originally given as oral presentations to large general audiences, this book is straight forward and easily understood. Covering the span of Bloom's research, the book is divided into four sections: 1) Overviews of Education, 2) Home and School, 3) Instruction and Curriculum Development, and 4) Evaluation. The chapters on mastery learning and the implications for school reorganization are particularly pertinent. Bloom has much to say regarding meeting the learnng needs of all students.

Bloom, B.S. (1982). Human characteristics and school learning. New York: McGraw-Hill.

Bloom's book extends the tenets of mastery learning and is the foundation of the movement toward this approach. He contends that much of individual differences in school learning may be regarded as man-made and accidental rather than fixed in the individual at the time of conception. Bloom states, "What any person in the world can learn, almost all persons can learn if provided with appropriate prior and current conditions of learning.

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Castenada, A. & Ramirez, M. (1974). Cultural democracy, biocognitive development, and education. New York: Academic Press.

The authors are concerned with how American society can promote and sustain its diversity and be sensitive to individual differences through educational pluralism. Attention is focused on Mexican Americans. Two basic concepts are discussed: bicultural identity - the ability to function effectively in two cultures, and bicognitive development - the ability to utilize two cognitive styles.

Cruickshank, W.M., Morse, W. C., & Johns, J.K. (1980). Learning disabilities: The struggle from adolescence toward adulthood. Syracuse, NY: Syracuse University Press.

This book fills the need of secondary school teachers to understand the nature and needs of the adolescent with learning disabilities. Five case histories are presented as well as a core educational regimen for the secondary school level.

Cuban, L. (1970). To make a difference: Teaching in the inner city. New York: The Free Press.

Written when the author was a teacher in the inner city, this book draws on a background of first-hand experience. Cuban places the responsibility on schools and teachers to see to it that students have the opportunity to learn. This is sensible, usable, straight-forward reading. It is also realistic.

Curwin, R.L. & Fuhrmann, B.S. (1975). Discovering your teaching self: Humanistic approaches to effective teaching. Englewood Cliffs, NJ: Prentice-Hall.

In this book, the authors offer a program of self-improvement for teachers and prospective teachers based upon humanistic values and criteria. The emphasis is on self-awareness and self-knowledge as steps in growth or improvement as a teacher.

Dell, H.D. (1972). Individualizing Instruction. Chicago, IL: SRA.

Dell has written a book that is intended to help prospective and experienced teachers develop techniques for furthering every aspect of individualizing instruction. The book is designed to provide a model of self-directed learning. There are numerous examples and illustrations which are helpful, particularly for the novice.

Della-Dora, D. & Blanchard, L.J. (Eds.). (1979). Moving toward self-directed learning. Alexandria, VA: Association for Supervision and Curriculum Development.

This is a brief but comprehensive booklet which addresses some critical issues in the movement toward self-directed learning. Promising practices and relevant research, needed research, and social-cultural forces affecting self-directed learning are topics which are included. The references cited are particularly valuable.

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Dewey, J. (1970). Interest and effort in education. New York: reprinted by August M. Kelley.

This a slender but powerful book which, if its theses were adopted, could truly transform teaching. John Dewey's works remain an enigma, for his words are so sensible, yet rarely are they truly implemented. Dewey's discussion centers on providing a school experience in which "the child is whole-heartedly active in acquiring the ideas and skills needed to deal with the problems of his expanding life." This book is the theoretical background for the commitment to active learning.

Dunn, R. & Dunn, K. (1972). Educators self-teaching guide to individualizing instructional programs. New York: Parker.

The authors describe five major methods of individualizing teaching and learning and seven steps for organizing for individualization. The book provides a large variety of practical tips, suggestions, examples, and illustrations. Of particular interest is the method described for recognizing a student's learning style and the chapter which discusses the redesigning of instructional space; to facilitate individualized learning.

Dunn, R. & Dunn, K. (1978). Teaching students through their individual learning styles: A practical approach. Reston, VA: Reston.

This book centers around the Learning Style Inventory developed by the authors and Dr. Gary E. Price. The inventory identifies a student's preferred learning style as related to 18 elements or variables. The book is most specific and offers detailed examples for both the elementary and secondary teachers. The classroom teacher who seeks concrete methods of individualizing instruction will find this book invaluable. Case studies are included to help sharpen the teacher's diagnostic skills and a brief section related to the research on the L.S.I. and learning style is included.

Fantini, M. & Weinstein, G. (1968). Making urban schools work. New York: Holt, Rinehart and Winston.

This exciting booklet sketches the authors' model of an effective urban school. The question addressed is, "What is the best environment within which the urban child can learn and grow?/". The question remains a major societal concern and the tentative proposal offered by Fantini and Weinstein is still challenging.

Forte, I. & MacKenzie, J. (1978). The teacher's planning pak and guide to individualized instruction. Nashville, TN: Incentive.

A "Kids Stuff" book which is comprised of clear and concise tips to aid teachers in individualizing instruction. A great time-saver and idea starter. Included are reproducible models and pupil activity sheets.

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Foster, H.L. (1974). Ribbin, jivin and playing the dozens. Cambridge, MA: Ballinger.

Foster's book should be required reading for the inner city educator. The book is a marvelous mix of the reality of teaching the poor, the disadvantaged and the alienated, and the idealism of a teacher who wants to help solve some of the problems of inner city school children. Foster tells it like it is and suggests ways it could be better.

Gilstrap, R.L. & Martin, W. R. (1975). Current strategies for teachers. Santa Monica, CA: Goodyear.

The following teaching strategies are explained in detail in this book: 1) Lecture, 2) Discussion, 3) Drill and Practice, 4) Independent Study, 5) Group Investigation, 6) Laboratory Approach, 7) Discovery, 8) The Learning Center, 9) Simulation, 10) Behavior Modification, 11) Performance-Based Learning Activity Package, and 12) Do-Look-Learn. Some advantages, some disadvantages, both an elementary and a secondary classroom example, a competency worksheet for planning and observing, and additional readings are included for each strategy.

Green, J.A. (1975). Teacher made tests. New York: Harper and Row.

Although certainly not a comprehensive text on measurement, this book is a valuable reference for the teacher who wishes to improve evaluation procedures in the classroom. The ability to appropriately use diagnostic, formative, and summative evaluation procedures is central to the improvement of instruction.

Hammill, D.D. & Bartel, N. R. (1978). Teaching Children with Learning and Behavior Problems . Boston, MA: Allyn and Bacon.

This book was written to fulfill four major goals. First, it reviews the role of the classroom teacher in the management of children with school related problems. Second, it discusses specific school-related difficulties such as reading and behavior. Third, information is presented related to assessment techniques and instructional strategies. Finally, specific resources and materials are listed and reviewed.

Hart, L. (1983). Human brain and human learning. New York: Longman.

Hart contends that educators have not studied the physiology of the brain - how it works when designing instruction and schools. Citing his research and the research of others he explains how schools are incompatible with how learning takes place in the brain. This is an exciting, readable book that will challenge educators. This book, and others which are beginning to delve into brain research, may well be the basis for truly meaningful educational reform. Highly recommended!

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Hawley, R.C. & Hawley, I.L. (1979). Building motivation in the classroom. Amherst, MA: ERA.

In this book, a four part model, The Comprehensive Motivation Planning Cycle, is proposed which includes: 1) Establishing a positive learning climate, 2) Setting direction, 3) Accomplishing tasks, and 4) Evaluating progress. For each part of the model there are several factors or steps identified. Explicit examples for implementing each step in the classroom are then given. The teacher will appreciate the practicality of the book. Motivation is so complex that no book could truly be the answer, but the Hawley's book is a step.

Hoover, K.H. (1978). The professional teacher's handbook: A guide for improving instruction in today's middle and secondary schools. Boston, MA: Allyn and Bacon.

Divided into three major sections, Pre-Instructional Activities, Methods with a Focus on the Individual, and Methods with a Focus on the Group, this book is concerned with the planning and execution of instruction that will facilitate sound thinking not just the acquisition of a mass of knowledge. Each chapter includes examples and illustrations in different subject areas.

Howes, V.M. (1970). Individualization of instruction: A teaching strategy. New York: Macmillan.

How has collected readings centered around the following topics: 1) Why Individualize? 2) What is Individualization?, and 3) Programs and Practices. The authors of the various articles are experts in the field thus giving the book credibility and interest. This is a particularly helpful background book.

Hunkins, F.P. (1972). Questioning strategies and techniques. Boston, MA: Allyn and Bacon.

Effective questioning strategies have been acknowledged since the time of Socrates as one of the most important tools of the good teacher. Hunkins' book encourages the teacher to systematically learn better questioning skills. Questions should be a planned and integral part of the instructional process, not a haphazard or casual time filler, an after-thought or a dull routine.

Hunt, D. E. (1971). Matching models in education: The coordination of teaching methods with student characteristics. Ontario, Canada: The Ontario Institute for Studies in Education.

A theoretical book, this small volume is a collection of articles which originally had appeared elsewhere and is an intensive presentation of the matching concept. Matching is defined as a description of the interactive effects of person and environment and is a holding term to describe likely outcomes of certain interactions.

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Joyce, B.R., Brown, C.D. & Peck, L. (Eds.). (1981). Flexibility in teaching. New York: Longman.

A selection of essays and research articles related to models of teaching and the concept of flexibility in teaching, the book gives a sound background to the ideas of "matching" and meeting individual learning needs and is important for those who know that there are many good ways to teach. It is a valuable companion to "Models of Teaching".

Joyce, B. & Weil, M. (1980). Models of teaching. Englewood Cliffs, NJ: Prentice-Hall.

This book is basic for teachers exploring different ways of teaching. The authors have classified teaching strategies so that it is possible to study a variety of approaches analytically in terms of goals, strengths, explorations, etc. As we continually seek to meet the needs of students, this thoughtful book remains fundamental.

Kapfer, P.G. & Kapfer, M.B. (1972). Learning packages in American education. Englewood Cliffs, NJ: Educational Technology.

Learning Activity Packages (LAP's) are one of the major teaching strategies available to individualize learning. This book is an extremely valuable resource for those who wish to become competent in this skill. A wide variety of programs and types of packages are explained by various authors and a chapter on classroom management is included. Specific examples which have been developed for students would increase the value of the book, however, the purposeful reader will undoubtedly be able to locate samples by corresponding with the authors or researching cited references.

Kaplan, S. and others. (1980). Change for children. Pacific Palisades, CA: Goodyear.

One of the first "how to" books on learning centers, it is still one of the best. Perhaps of greatest interest to the teacher is the abundance of examples with the accompanying illustrations, games, and worksheets. Very valuable sections on record-keeping and evaluation are also included.

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Kid's Stuff . Nashville, TN: Incentive Publications.

Social Studies
Reading & Writing Readiness
Reading and Language Experiences - Primary Level
Reading and Language Experiences - Intermediate Level
Math
Kindergarten & Nursery School
Activity Record
Creative Math Experiences for the Young Child
Creative Science Experiences for the Young Child
Cornering Creative Writing
Special Kids Stuff
Pumpkins, Pinwheels & Peppermint Packages
More Center Stuff for Nooks, Crannies and Corners
Mini-Center Stuff
At Least a Thousand Things to Do (Career Education)
People Need Each Other (Interdependence/Communication)
I've Got Me and I'm Glad (Self-Concept)
Cents-Abilities (Economics)
Skillstuff/Reading
Skillstuff/Writing

Kirby, P. (1979). Cognitive style, learning style and transfer skill acquisition. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University.

Kirby's book is a vital resource for those who seek to learn more about cognitive style, learning style, and teaching style. Especially helpful are the summaries of the different approaches to these topics and the comparison of selected learning style instruments. The reader will appreciate the clear visuals. This lesser known book provides valuable information that should be a part of each teacher's professional knowledge base.

Kirschenbaum, H., Simon, S.B., & Napier, R.W. (1971). Wad-Ja-Get? The grading game in American education. New York: Hart Publishing.

An intriguing book that challenges the value of the traditional grading system. While clearly opposing grading as it is commonly implemented, opposing views are presented, including a very reasonable approach to change. A high school setting is used as a fictional approach to the examination of grading. The bibliography is excellent. If you don't like to assign grades, read this book.

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Lawrence, G.D. (1982). People types & tiger stripes: A practical guide to learning styles. Gainsville, FL: Center for Applications of Psychological Type.

This approach to learning style is based on Carl Jung's ideas about psychological types. His work has been made more practical by Isabel Briggs Meyers and this particular book is written specifically for educators. Sixteen different "people types" are explained and the implications for instruction are quite thoroughly explored. In addition, one chapter is devoted to type and teaching styles and another to introducing type theory into school systems. The appendix is a wonderful summary.

Lemlech, J.K. (1977). Handbook for successful urban teaching. New York: Harper and Row.

Intended primarily for the preservice teacher, Lemlech's book provides a good overview of teaching in an urban setting. Of particular value is the Workshop Section of each chapter which has been designed to facilitate the application and interpretation of the information presented in the first section of the chapter. Lemlech seeks to develop a skilled urban specialist.

Lerner, J. W. (1971). Children with learning disabilities: Theories, diagnosis, and teaching strategies. Boston, MA: Houghton Mifflin.

Children with Learning Disabilities presents learning disabilities from a broad point of view, without attemtpt to promote any single method or theory. Theory and diagnosis are effectively combined with teaching strategies. A helpful resource for teachers coping with mainstreaming!

Levin, T. with Long, R. (1981). Effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

This brief, direct, and easily read book probably is "must" reading for the teacher who wants to become a better instructor. Dr. Levin has summarized research on teaching from many countries in a way that encourages teachers to systematically study their own teaching and then to make changes that are consistent with what is known about teaching and learning. The reader will find an emphasis on instructional techniques used in mastery learning and the preface has been written by Benjamin Bloom.

Levy, H.B. (1973). Square pegs, round holes. Boston, MA: Little, Brown and Company.

Written by a physician for the parents and teachers of children with learning disabilities. Dr. Levy explains specific learning disabilities, especially as they affect the child's acquisition of language, in easily understood terms. His appeal is for the recognition and acceptance of such children. He also cautions against the easy mislabeling of children - an increasingly important warning.

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Long, N.J., Morse, W.C., & Newman, R.G. (1971). Conflict in the classroom: The education of children with problems. Belmont, CA: Wadsworth Publishing.

A particularly outstanding section of this book is titled "How Does it Feel to be Emotionally Disturbed?" This is a collection of literature selected to give the reader the opportunity to walk in the shoes of someone who is emotionally disturbed. It is a powerful approach. Recognizing the trend to mainstream children with problems into the regular classroom, articles have been included dealing with drugs, group process, group treatment, urban black and minority problems, and classroom management.

Martin, J. (1983). Mastering instruction. Boston: Allyn & Bacon.

"This book attempts to specify as clearly and precisely as possible the exact skills required for successful execution of each phase of the instructional process." The instructional process is conceptualized as consisting of two major sets of actions: 1) teacher cognitions, and 2) teacher behaviors. It addresses both what teachers do and what teachers think about what they do. The model upon which this book is based further breaks down instructional behaviors into preactive instruction, interactive instruction, and evaluation of instruction. It is a helpful method of analyzing the instructional sequence.

Maxim, G.W. (1977). Learning centers for young children. New York: Hart Publishing.

This is a step-by-step book for creating and managing Learning Centers in the elementary school. There are 30 examples of learning centers in a wide variety of subject areas. The teacher will find a myriad of helpful tips that are adaptable to many situations, settings, and subjects.

McCarthy, B. (1980). The 4 MAT System . Arlington Heights, IL: EXCEL.

McCarthy has developed an approach that is immediately helpful to the classroom teacher. Synthesizing the research into a workable model, the emphasis in this book is on teaching all students. Vivid graphics are used to help the reader conceptualize the approach and the major part of the book is devoted to sample lessons for primary, intermediate, middle school, and high school students.

Mohan, M., & Huff, R.E.and (Eds.). (1974). Individualized instruction and learning. Chicago, IL: Nelson-Hall.

This is an excellent collection of thirty-one stimulating articles and addresses by authorities in the field. Of particular interest are the descriptions of existing programs and practices that have been successful, such as IGE and PLAN. This is a valuable basic resource book for teachers considering individualized teaching/learning.

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Moran, M. R. (1978). Assessment of the exceptional learner in the regular classroom. Denver, CO: Love Publishing.

Written expecially for the classroom teacher and not the specialist, this book is a valuable aid and resource. Specific guidelines are offered for the many decisions the teacher must make in the assessment of mildly handicapped children in the classroom, determining if referral is needed, identifying appropriate referral sources and interpreting reports of testing by other professionals.

Orlich, D.C. and others. (1980). Teaching strategies: A guide to better instruction. Lexington, MA: D.C. Heath.

This book analyzes what teachers can do to make their teaching more effective. Objectives, task analysis, various taxonomies, and basic lesson planning are treated both explicitly and interestingly. The abundance of examples and illustrations make this book understandable and useful.

Poirer, G.A. (1970). Students as partners in team learning. Berkeley, CA: Center of Team Learning.

According to Poirer, team learning provides a humanizing and individualizing influence in the class by teaching all of the students most of the time. There are eleven steps in this group dynamics approach to teaching. Groups are carefully formed to resemble family-units or micro-societies. The book includes descriptions of studies which utilized the methods, teacher evaluations, and examples of team learning activities.

Redl, F., & Wineman, D. (1951). Children who hate. New York: The Free Press.

This book deals with the severely disturbed, hyperaggressive child. The intent is to try to understand why children's controls break down, why some children defend themselves so successfully against the adults in their lives and what can be done to prevent and treat such childhood aggression. The study of the extremely sick is utilized to study processes that are subtle in healthier children. A psychoanalytic perspective is utilized.

Seaberg, D.I. (1974). The four faces of teaching: The role of the teacher in humanizing education. Pacific Palisades, CA: Goodyear.

Seaberg's insightful and practical book brings it all together utilizing the following four roles or functions of an effective, humanistic teacher:

1) building and maintaining positive relationships
2) mediating or putting educational theory into practice
3) diagnosing the needs of students, and
4) the artistry of putting it all together, choreography.

Abundant examples are utilized throughout the book.

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Smith, L., & Renzulli, J. (1982). The assessment and application of learning style preferences: A practical approach for classroom teachers. ED 229 444.

Smith and Renzulli offer a practical approach to the application of the idea that young people learn in differing ways. Their approach endeavors to avoid the "psychological middle-man". The instrument is one that teachers will either find useful in its original form - or they may want to develop their own assessment instrument.

Sruin, S.K. (1978). Turn-ons: 185 strategies for secondary classrooms. Belmont, CA: Fearon-Pitman.

Although secondary social studies teachers would perhaps find the greatest use for this practical idea book, it is a useful resource for teachers in other content areas. Some of the activities would be most useful in developing group cohesiveness, sharing decision making, strengthening self-awareness, and dealing with life relevant issues. It should stimulate the teacher's individual creativity.

Stone, J.C. & DeNevi, D.P.and (Eds.). (1971). Teaching multi-cultural populations: Five heritages. New York: D. Van Nostrand.

This is a collection of selected essays designed to present information, realism, and insight into the culture, history, lifestyles, hopes, dreams, and problems of some of America's minorities. The book is divided into five sections representing the following leading minority groups: Black, Puerto Rican, Mexican American, American Indian, and Asian American. Each section contains a broad historical-cultural view of the group, a more contemporary social and familial focus , then a look at the child in the context of contemporary schools. The book provides the teacher with an invaluable knowledge base.

Student learning styles. (1979). Reston, VA: National Association of Secondary School Principals.

Although this is no longer a new book, it remains a valuable resource. Of particular interest is the model that summarizes the major cognitive, affective, and physiological styles. Chapters have been written by many outstanding researchers including Anthony Gregorc, David Hunt, and Rita and Kenneth Dunn, and by outstanding practitioners. This combination of perspectives is an interesting way to explore the links between theory and practice.

Student learning styles and brain behavior. (1982). Reston, VA: National Association of Secondary School Principals.

This is an ideal book for those who want a single source for a broad overview of learning style theory and learning style practice. It many ways it is an update of the NASSP 1979 book. It is comprised of brief articles written by the scholars and practitioners in the field and is really necessary reading for the classroom teacher.

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Turnbull, A.P. & Schulz, J.B. (1979). Maintaining handicapped students: A guide for the classroom teacher. Boston, MA: Allyn and Bacon, Inc.

This book is written for the classroom teacher who is attempting to implement the principle of mainstreaming. The educational implications of mainstreaming for the handicapped student and for the other students in the class are the major topics. Recognizing that the classroom teacher often has not been trained to fulfill the demanding task of mainstreaming, the book fills a great need.

Williams, L.V. (1983). Teaching for the two-sided brain: A guide to right brain/left brain education. Englewood, Cliffs, NJ:

With recent concern about education and brain hemisphericity, this book is a most welcome addition to the teacher's professional library. Designed to explain what is currently known about learning style and the brain, the book also gives the teacher concrete assistance in making fuller use of the two-sided brain. Metaphor, fantasy, visual thinking, multisensory learning, and direct experience are explored as teaching strategies which utilize the right hemisphere. The bibliography is valuable also.

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PHYSICAL MANAGEMENT

Teachers who do not manage time, routines, records, and the physical environment efficiently have problems. Perhaps these difficulties are the easiest to solve for they rarely involve significant changes in attitudes or values, but are truly simple matters of organization and perhaps self-analysis and self-discipline.

The following section relates to creating a physical environment which is conducive to learning, maintaining comprehensive and appropriate records and handling the multitude of annoying but necessary tasks such as collecting money as efficiently as possible.

Costes, G. (Ed.). (1974). Alternative learning environments. Stroudsburg, PA: Dowden, Hutchinson & Ross.

> While this book is not a specific manual, it does offer varied, in-depth reading for those who are interested in pursuing further the relationship between education and physical environment. Basic fundamental issues are considered as opposed to dealing with the design or reorganization of an unique learning environment.

David, T.G., & Wright, B.D. (Eds.). (1975). Learning environments. Chicago, IL: The University of Chicago Press.

> The focus of this book is the physical environment of learning - more specifically the man-built environment that we construct and can affect. The physical environment and its influence on the learning process and the people within it is explored in sixteen chapters written by different authorities. Learning environments is a term that is used to describe a wide variety of places conducive to learning, not just schools or educational facilities.

Dean, J. (1974). Room to learn: Working space, language areas, and a place to paint. New York: Citation Press.

> A virtual gold mine of concrete, illustrated ideas to assist elementary school teachers in converting a traditional four-wall classroom into a cheerful, active, and efficient open classroom. This is an extremely useful book for creative and energetic primary teachers.

Enk, J., & Hendricks, M. (1981). Shortcuts for teachers. Belmont, CA: Pitman Learning.

> How can you "spend less time and effort picking up, cleaning up, making up, following up, and more time teaching?" These two veteran teachers share their shortcuts with you. This is not a theoretical text, but a how-to that will be well thumbed. This book, or one like it, should be required reading for the "burned out" teacher.

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Hannah, G. G. (1982). Classroom spaces and places. Belmont, CA: Pitman Learning.

If you are willing to think about classroom space creatively and are inclined to make and do, this book is a necessity. Its ideas are workable and fun and the directions are clear and easy to follow. Over 70 projects are presented and the reader is led to think seriously about managing, organizing, and utilizing space in the classroom. The book is geared to the elementary classroom.

Heyman, M. (1978). Places and spaces: Environmental psychology in education. Bloomington, IN: The Phi Delta Kappa Educational Foundation.

This PDK Fastback is fundamental to the consideration of effective use of space in education. Heyman outlines the basic concepts and issues and illustrates them with clarifying photographs. An annotated bibliography is included.

Hoover, S. (1979). Classroom record keeping: Everything you need to know. The Instructor Publications.

This little pamphlet is filled with ideas, tips, and actual samples to facilitate better, more effective management of records. It is probably an essential for the preservice teacher and certainly for the practicing teacher who could use some organization. A professional must be well organized in such fundamentals.

Leggett, S., Brubaker, W.C., Cohodes, A., & Shapiro, A.S. (1977). Planning flexible learning places. New York: McGraw-Hill.

This fascinating small book is a combination of educational theory and creative thinking about schools. The authors base their proposals on the mastery learning concepts of Benjamin Bloom and they seek to propose viable spaces that are consistent with this educational model. The reader is intrigued with the possibilities. It does seem strange to realize that so few efforts have been made to coordinate space with educational goals.

Maggs, M. M. (1980). The classroom survival book: A practical manual for teachers. New York: New Viewpoints.

Maggs has written an extremely pragmatic book for the new teacher. Written in three sections, "Dealing with Papers", "Dealing with Students", and "Dealing with Others and Yourself", the book discusses situations that most generally concern teachers. They are the nitty-gritty mundane problems that take up valuable time that probably should be spent in other ways - such as attendance and a system for dispensing textbooks.

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Sleeman, P.J., Rockwell, D.M. (Eds.) (1981). Designing learning environments. New York: Longman.

"For too long, the planning philosophy of those who design educational facilities has been encompassed by four walls and six rows of five - or, possibly, five rows of six". Sixteen chapters written by different authors with differing perspectives encourage the reader to think creatively about learning environments. If you are fortunate enough to be able to plan a new center for learning or even to improve an existing school, you might well begin your thinking with this book. The resources included in the appendix are invaluable.

Taylor, A.P., & Vlastos, G. (1975). School zone: Learning environments for children. New York: Van Nostrand Reinhold.

While this book is primarily concerned with the physical learning environment of open classrooms in the elementary school, it provides challenging insights into the importance of the physical environment as it relates to the physical, aesthetic and learning needs of all students. The outdoor setting is considered also.

Wurman, R. (Ed.) (1972). Yellow pages of learning resources. Cambridge: MIT Press.

This book expands the environment for learning - it is an invitation to discover the city as a resource for learning. The teacher is assisted and encouraged to take advantage of the wealth of learning opportunities that exist out of the school and in frequently overlooked places. This is the "where" and "how" of converting people, places, and processes into sources of learning.

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BEHAVIOR MANAGEMENT

For most people, behavior management means "discipline". Kids who are defiant, aggressive, tardy, messy, disruptive, hostile, annoying, unreliable, and irresponsible are problems not only to themselves and to school personnel, but they also frequently inhibit or interfere with the rights of others to learn. These are the students that hurt, hassle and baffle teachers.

Again, the solutions, if there are any, are complex. The teacher needs a versatile repetoire of professional skills to deal with these students. Teachers have a strong commitment to help, not hurt, and therefore need to know how to promote positive growth as well as merely inhibit or prevent negative behavior.

The following section has two parts. The first part deals with cognitive, moral, social, and physical development. While a basic understanding of human development is essential for instructional management, it is also crucial for understanding why children behave the way they do. Research has provided at least three major theoretical approaches for developing and sustaining appropriate behavior and changing inappropriate behavior. Each of these approaches is considered in depth in the second section.

DEVELOPMENT

Adler, A. (1927). Understanding human nature. Garden City, NY: Garden City Publishing.

> Several of the most popular books written about classroom management and discipline are based upon Adlerian psychology (Maintaining Sanity in the Classroom and Discipline Without Tears) . This book was written by Adler to acquaint the general public with the fundamentals of his Individual Psychology. Adler states that the purpose of the book is to point out how the mistaken behavior of the individual affects the harmony of our social and communal life; further, to teach the individual to recognize his own mistakes, and finally, to show him how he may effect a harmonious adjustment to the communal life. For those who seek to read in depth, this is an important book.

Bandura, A., & Walters, R.H. (1967). Social learning and personality development. New York: Holt, Rinehart and Winston.

> Written for the more sophisticated reader, this theoretical book delineates socio-behavioristic principles which form the basis for the use of modeling in the socialization process. The principles of behavior modification are utilized as methods for producing behavioral change.

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Erikson, E. (1963). Childhood and society. New York: W.W. Norton.

Erikson's stages of psychosocial development are frequently cited in the professional literature and form a theoretical construct that educators who wish to better understand human growth and development may wish to study. Based upon Freudian psychoanalytic theory, the book is challenging reading.

Flavell, J.H. (1977). Cognitive development. Englewood Cliffs, NJ: Prentice Hall.

Flavell admits that he does not enjoy reading textbooks, and therefore has attempted to make this book enjoyable, or at least not unenjoyable. His straightforward, readable text is successful for it makes a difficult subject comprehensible and it is both challenging and enjoyable. The references are excellent, often citing secondary sources which are helpful when dealing with cognitive development.

Furth, H.G. (1970). Piaget for teachers. Englewood Cliffs, NJ: Prentice-Hall.

Furth's stated purpose is to make Piaget's work better known among educators. His emphasis is on the philosophy, theory, and findings that have immediate relevance and critical implications for the educational process. Written to the teacher in letter form, it is easy reading. Furth also calls for some major changes in early childhood education - early childhood teachers should carefully consider his propositions.

Gilligan, D. (1982). In a different voice . Cambridge, MA: Harvard University Press.

Carol Gilligan has written a book that challenges our thinking regarding the psychological growth of women - their motives, their moral commitments, and their special way of making value judgments. Her thesis is that females cannot be understood in terms of developmental theories which have been built on research and observations regarding the lives of men. Kohlberg's work is based upon research with men - Gilligan's work challenges this bias.

Ginsburg, H., & Opper, S. (1969). Piaget's theory of intellectual development: A introduction. Englewood Cliffs, NJ: Prentice-Hall.

This book provides a concise description and clear analysis of Jean Piaget's thought and work. Piaget is often considered hard to read and understand for he is an extremely difficult writer and his ideas are often equally difficult to assimilate. This is a welcome book for the novice.

Hersh, R., Paolitto, D., & Reimer, J. (1978). Developmental moral education: Kohlberg's theory in practice. New York: Longman.

Written specifically for the classroom teacher, these three trained practitioners of cognitive moral education provide an excellent explanation of Kohlberg's theory and explain how it can enhance classroom practice.

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Ladenburg, T., Ladenburg, M., & Scharf, P. (1978). Moral education: A classroom workbook. Davis, CA: Responsible Action.

This workbook was designed for use with Peter Scharf's Moral Education. Reflecting the authors' experience as teachers of English and social studies and their commitment to moral developmental theory, it is a book of immense practical value to teachers. It contains a brief summary of moral developmental theory, however, the majority of the book is devoted to sample dilemmas and teaching plans.

Mattox, B.A. (1975). Getting it together: Dilemmas for the classroom. San Diego, CA: Pennant Press.

This book was intended to serve as a primer. Kohlberg's theory and approach to moral education have been very simply stated. Suggestions for classroom application have been included. Moral dilemmas are given for students of all ages as well as suggestions for writing original dilemmas. The dilemmas have been criticised by others for not meeting the accepted criteria for moral dilemmas.

Piaget, J. (1965). The moral judgment of the child. New York: The Free Press.

Kohlberg states that the roots of this theory are in the work of Dewey and Piaget. Building upon his prior studies of cognitive stages, Piaget made the first effort to define stages of moral reasoning through actual interviews and observation of children. Piaget formed a developmental theory of morality that included three stages: 1) the pre-moral stage, 2) the heteronomous stage, and 3) the autonomous stage.

Purpel, D., & Ryan, K. (Eds.). (1976). Moral education... It comes with the territory. Berkeley, CA: McCutchan Publishing.

This is an extremely valuable book for the editors have compiled articles from a wide range of sources that represent some of the approaches to moral education that are in wide use today. Three major approaches are presented: the values clarification approach, the cognitive-developmental approach, and the cognitive approach. Of importance also are the cautions and criticisms which are included for each approach.

Scharf, P. (1978). Moral education. Davis, CA: Responsible Action.

In this book of importance to the secondary teachers, a clear, concise explanation of Kohlberg's theory is given, including a review of the limits of the theory and the related research. The practicing teacher will be particularly interested in the chapters which relate moral development to the curriculum, dilemmas of love and work, and the school as a social curriculum.

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Selman, R.L. (1980). The growth of interpersonal understanding. New York: Academic Press.

Selman's work on understanding the growth of interpersonal understanding has extended the theories of Piaget and Kohlberg and is based upon cognitive developmental theory. Selman is a psychologist and is concerned with both the developmental theory and the practical and clinical use of that theory. Growth in four domains - intrapsychic, friendship, peer group, and parent-child relations has been studied. Obviously, these areas are of considerable interest to the teacher and this book is most helpful in understanding how children grow and develop.

Smart, M.S., & Smart, R.C. (1978). Adolescents: Development and relationships. New York: Macmillan.

The two critical concepts for understanding adolescent development are Erikson's identity and Piaget's formal thinking. This book is a collection of readings selected to assist the reader in understanding how the adolescent deals with the need to establish a sense of identity and how formal thought processes develop. The great physical changes which take place during this period are also discussed.

Yussen, S.R., & Santrock, J.W. (1978). Child Development. Dubuque, IA: Wm. C. Brown.

This is a basic text that is designed primarily for the undergraduate student, although it also is an excellent "refresher" or resource for the practicing teacher. The scope is comprehensive, addressing foundations of development, cognitive development, and social and personality development. The scientific concepts are presented in a non-technical, easy-to-read style with an abundance of examples, charts, and photographs.

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Socio-Emotional Climate

Alschuler, A.S. (1980). School discipline: A socially literate solution. New York: McGraw Hill.

Alfred Aschuler, developer of Social Literacy Training, believes that many interpersonal relationships are characterized by oppression. Social Literacy Training is an adaption of Paulo Freire's work and philosophy as applied to school and classroom contexts. The approach encourages students and teachers to cooperatively solve problems and specific strategies are offered to facilitate this process. All of the activities require student involvement.

Berne, E. (1964). Games People Play . New York: Grove Press.

This is perhaps the first book that popularized transactional analysis. Part One explains games as the term is used in TA and Part Two is a "thesauraus of games." Part Three attempts to explain the significance of games. This book clearly explains one way to better understand the psychology of human relationships.

Canfield, J., & Wells, H.C. (1976). 100 ways to enhance self-concept in the classroom. Englewood Cliffs, NJ: Prentice-Hall.

This "how-to" book presents over one hundred strategies developed to enhance self-concept in the classroom. Included is a brief but cogent explanation of the importance of a strong, healthy positive self-concept and an annotated bibliography of helpful resources. It's a grand "idea starter" for the classroom teacher.

Carducci, D.J., & Carducci, J.B. (1984). The caring classroom. Palo Alto, CA: Bull Publishing.

The teacher of children with special needs or one who has a group of particularly difficult students will welcome this tough, loving, down-to-earth book. Utilizing several major approaches to discipline notably Glasser's "Reality Therapy" and Vorrath and Brendtro's "Positive Peer Culture", the authors offer a humane approach to creating an orderly and caring classroom. The teaching experience of the authors is evident and the triad system offers a fresh approach to group support and problem-solving.

Coopersmith, S. (1967). The antecedents of self-esteem. San Francisco, CA: W.H. Freeman.

Coopersmith's book is a technical book that will be most appealing to those engaged in study of the conditions and experiences that are related to the development of positive self-attitudes. Coopersmith summarizes and analyzes his study. Among his findings is that definite and enforced limits imposed on a child's behavior are associated with high rather than low self-esteem. A fifty item "Self-Esteem" inventory is included in the appendix.

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Dreikurs, R., & Grey, L. (1968). A new approach to discipline: Logical consequences. New York: Hawthorne Books.

Logical consequences are the sane, sensible, and humane consequences that can help children grow in the ways of the world. This practical approach to discipline is a method without fear and anger and a method which places discipline in a positive relationship to learning. It is a healthy and helpful approach for parents and teachers.

Dreikurs, R., & Cassel, P. (1972). Discipline without tears. New York: Hawthorne Books.

This slim volume is based upon five major premises derived from the work of Alfred Adler. Basically, the authors believe that all behavior is purposive and is directed toward finding one's place in the social world. If a child misbehaves, it indicates that he has wrong ideas about how to be significant. The teacher's job is to recognize the mistaken goals of misbehavior in children and to facilitate change in specified ways. For each of the four goals of misbehavior the teacher is given strategies to redirect the child.

Dreikurs, R., Grunwald, B.B., & Pepper, F.C. (1982). Maintaining sanity in the classroom. New York: Harper and Row.

The psychological principles advocated by Viennese psychiatrist Alfred Adler form the premises upon which this book is written. Of central importance is the concept of democracy. The school must establish and maintain democratic procedures and practices. The recognition of the child's need to be an accepted and functioning member of the social order is central to maintaining sanity in the classroom.

Ernst, K. (1972). Games students play (and what to do about them). Billbrae, CA: Celestial Arts.

The transactional definition of games is explained by Ernst with classroom situations used as examples. For each game discussed there is an analysis of the moves in the game and a game "stopper" is suggested. The reader may wish to further explore a more comprehensive explanation of the theories of transactional analysis.

Freed, A., & Freed, M. (1977). TA for Kids . Sacramento, CA: Jalmar Press.

Writing especially for third to seventh graders, the authors explain the principles of transactional analysis in simple terms. The illustrations are enjoyable and helpful. The people in charge, a term used in place of parents, adults, or grownups, will find this book meets many needs including that of review. TA for Tots and TA for Teens are related books written by Dr. Freed.

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Gambrell, L.B. & Wilson, R.M. (1973). Focusing on the strengths of children. Belmont, CA: Fearon Pitman.

The basic thrust of this slender book is: "Every day, in every lesson, the child should be permitted to demonstrate his strengths through success situations - to his peers, to his teachers, and to himself." The book has five major categories: 1) focus on self-perception, 2) focus on self-control, 3) focus on grouping, 4) focus on instruction, and 5) focus on teaching strategies. An extremely useful check-list to be used to keep track of student's strengths is included along with tips on strategies.

Ginott, H.G. (1972). Between teacher and child. New York: Macmillan.

Ginott suggests that therapeutic concepts can be translated into educational practices which will aid the classroom teacher in effective education. He states that the responsibility for creating the emotional climate for learning rests with the teacher. Such ever-present concerns as communication, motivation, homework, and inevitable clashes are topics which are confronted with directness, simplicity, and humor.

Glasser, W. (1965). Reality therapy. New York: Harper and Row.

What is reality therapy? Simply stated, it involves reality, responsibility, and right-and-wrong. Its precepts, according to Glasser, are the foundation of successful, satisfying social life. The last chapter is devoted to the application of reality therapy to the public schools. Because the efforts of educators can be successful without years of professional training in psychiatry, the procedures seem to hold promise.

Glasser, W. (1969). Schools without failure. New York: Harper and Row.

This book is the primer on classroom meetings which are advocated by Glasser and conducted in many schools. Three chapters are devoted to classroom meetings. The central focus of the book, however, is the examination of the school's role in causing children to fail. the book proposes involvement, relevance, and thinking as alternatives to traditional practices which promote negativism and failure.

Gordon, T. (1974). Teacher effectiveness training. New York: Peter H. Wyden.

TET proposes to be a complete and integrated system that makes learning a "rich experience without prodding, threatening, hassling, fighting, or blow-ups about discipline." One of the attractions of the strategy is that it can be implemented quickly although the teacher must strive to perfect the unique skills. Gordon's particular pedagogy has been used successfully by many parents and teachers.

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Grey, L. (1974). Discipline without fear. New York: Hawthorne Books.

This book was written for parents of elementary school age children and is based upon the principles of psychology as developed by Alfred Adler. Stress is placed on non-threatening, logical discipline. Several thoughtful chapters are specifically written about schools - "School Problems and Parental Responses" and "What is Wrong with Our Schools." An additional helpful chapter is on the psychological problems of children with physical and mental handicaps.

Hamachek, D. E. (1978). Encounters with the self. New York: Holt, Rinehart and Winston.

Hamachek's book about self-concept is written from the perspective of perceptual or phenomenological psychology. It is a thorough book that deals with how the self grows, changes, and expresses itself in behavior. The author has written for a diverse audience and the language examples and illustrations are clear and helpful. This is information that every teacher should possess not only to understand their students better, but to understand themselves better.

Harris, T.A. (1969). I'm OK - You're OK: A practical guide to transactional analysis. New York: Harper & Row.

This easily read book is indeed a practical guide to transactional analysis. A specific technique is advocated to strengthen rational decisions and actions. Transactional analysis confronts the individual with the fact that she/he is responsible for the future, regardless of what has occurred in the past.

Hendricks, G. (1981). The centered teacher. Englewood Cliffs, NJ: Prentice-Hall.

The title of this book is somewhat misleading for only the first section deals with the centered teacher. The remaining two sections, Curriculum for Consciousness and Centering in Special Education, Reading, and Administration are related to curriculum and offer centering activities and helpful strategies for the teacher. The section dealing with special education is outstanding. The book seems to be an extension of Hendricks' earlier books on centering.

James, M., & Jongeward, D. (1975). The people book: Transactional analysis for students. Menlo Park, CA: Addison-Wesley.

Written for older students, the book contains explanations of the basic premises and language of transactional analysis. Each chapter includes case studies and exercises appropriate for use by secondary students. It seems to be most helpful in gaining an understanding of how transactional analysis could be used with adolescents.

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Pearson, C. with the editors of Learning magazine. (1974). Resolving classroom conflict. Palo Alto, CA: Learning Handbooks.

Conflict in the classroom is thoughtfully examined with emphasis on conflict as a two-way channel of analysis and negotiation. The teacher is seen as crucial for determining the positive or negative resolution of conflict. The handbook describes the enormous range of sources of conflict and gets right to the central issue - conflict arises from a sense of threat. What can the teacher do about that?

Purkey, W. W. (1970). Self concept and school achievement. Englewood Cliffs, NJ: Prentice-Hall.

A small but important book. The relationship between self-concept is well documented. Perhaps the most significant chapter is the last which describes the task of the teacher which is to help each student gain a positive and realistic image of himself or herself as a learner. Purkey believes that the prevention of negative self-concepts is a vital first step in teaching. Six factors which are important to the development of favorable self-concepts are delineated and explored -- challenge, freedom, respect, warmth, control, and success.

Purkey, W.W. (1978). Inviting school success: A self-concept approach to teaching and learning. Belmont, CA: Wadsworth Publishing.

This is a sequel to Self-Concept and School Achievement in that it explores how a school can enhance a student's self-concept. It describes good teaching as "the process of inviting students to see themselves as able, valuable, and self-directing, and of encouraging them to act in accordance with these self-perceptions." The teacher is an "inviter", perceiving students in positive ways and inviting them to behave accordingly.

Raffini, J.P. (1980). Discipline: Negotiating conflict with today's Kkids. Englewood Cliffs, NJ: Prentice-Hall.

The author utilizes his personal experience, a casual sense of humor, and an informal writing style to clearly state the need for a new type of ddiscipline for today's kids. He proposes a seven step method of behavior negotiation as a method of dealing with disruptive behavior. This method is a synthesis of the theories and methods advocated by Glasser, Gordon, and Dreikurs. While not an in-depth work, this book should be invaluable to the busy teacher.

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Timmermann, T. (1975). Growing up alive: Humanistic education for the pre-Teen. Amherst, MA: Mandala Press.

This interesting book combines the theories of Maslow, May, Perls, Frankl, Rogers, and Glasser and the eight developmental stages as proposed by Erik Erikson into a useful guide to a humanistic curriculum. The developmental theme is further stressed in a stage approach to classroom management. The book is meant to be of immediate and concrete usefulness as well and to encourage the growth of the teacher's own knowledge and creativity. It is an excellent example of the struggle to link theory and the real-world classroom.

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Group Process

Bany, M.A., & Johnson, L.V. (1975). Educational social psychology. New York: Macmillan.

This is a substantive textbook which examines the fairly new field of educational social psychology. The basic assumption of educational social psychology is that the social behavior of students, whether directed toward the ends of education or toward socially undesirable ends, can be better understood within the context of both interpersonal relationships and the demands of the social organization of the school.

Hunter, E. (1972). Encounter in the Classroom . New York: Holt, Rinehart and Winston.

This small book is potpourri of activities and strategies utilizing encounter and sensitivity group techniques to increase personal and interpersonal effectiveness in the classroom. Included is a discussion of the Flanders Interaction Analysis Categories and the Gallagher and Aschner system of classifying questions. This is a book that will interest teachers who are concerned about the process of teaching and human interaction.

Johnson, D.W. (1972). Reaching out: Interpersonal effectiveness and self-actualization. Englewood Cliffs, N.J: Prentice-Hall.

If one of the prime ingredients for successful teaching is interpersonal effectivenesss, this is a basic book. The book will be of utmost value to the educator who wishes to move away from the traditional model of teacher and toward being more authentic and effective as a person and as a teacher. The book concentrates on the skills of knowing and trusting each other, accurately and unambigously understanding each other, influencing and helping each other, and constructively resolving problems and interpersonal conflicts. It is a book which is activity oriented and filled with useful exercises which can be adapted for classroom use.

Johnson, D.W. (1970). The social psychology of education. New York: Holt, Rinehart and Winston.

This is an introduction to the social psychology of education - a field that is too often short-changed in favor of the study of the psychology of the individual. This text explores how social psychologists work and examines the school as an organization from this perspective. It is an introductory textbook and stresses theory and research, yet, is extremely practical and sensible.

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Johnson, D.W., & Johnson, F.P. (1975). Joining together: Group theory and group skills. Englewood Cliffs, NJ: Prentice-Hall.

Although not specifically written for classroom teachers, the authors have written a book that will be most useful in helping teachers understand groups from a theoretical and empirical perspective, as well as assist them in acquiring practical skills as group leaders or facilitators and as participants in various groups. The book is intended as a bridge between theory and practice. The emphasis is on experiential learning and active participation.

Johnson, D.W., & Johnson, R.T. (1975). Learning together and alone. Englewood Cliffs, NJ: Prentice-Hall.

For the teacher who wants to critically examine cooperation, competition, and individualization in the classroom, this book is essential. The emphasis of the book is on cooperation, although the authors stress the appropriate use of all three goal structures.

Johnson, D.W., Johnson, R.T., Holubec, E.J., & Roy, P. (1984). Circles of learning . Washington D.C.: Association for Supervision and Curriculum Development.

This slender book is a most useful and inspiring summary of cooperation in the classroom. The up-to-date review of the research and the chapters which address the implementation of this theory into actual classroom practice are particularly interesting. Another important chapter confronts the myths about cooperative learning. This concise book is an outstanding contribution to the field and teachers and administrators will heartily welcome it.

Johnson, L.V., & Bany, M.A. (1970). Classroom management: Theory and skill training. New York: Macmillan.

The purpose of this book is to improve teachers' effectiveness in the management dimension of teaching. The principles of educational social psychology which focus on the collective behavior of children in the classroom group and the factors that influence this behavior are utilized. According to the authors, it is not enough to understand only the behavior of individuals.

Kounin, J.S. (1970). Discipline and group management in classrooms. New York: Holt, Rinehart and Winston.

Kounin's research is some of the most basic and most helpful in the field. The familiar terms, "withitness", "overlapping", "thrusts", and "dangles" are terms created by Kounin to describe specific teacher behaviors that facilitate or hinder classroom management and effective teaching.

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Luft, J. (1970). Group processes: An introduction to group dynamics. Palo Alto, CA: National Press Books.

The study of people in face-to-face groups is the subject of the book. Although not specifically written for the classroom teacher, Luft examines an area of prime interest to educators for much of their work is with groups. Although somewhat technical, the information is valuable for developing a greater understanding of human behavior in groups.

Reichert, R. (1970). Self-awareness through group dynamics. Dayton, OH: Pflaum/Standard.

The methods advocated by this author are intended to bring students to an awareness of their lifestyle and the options that they have by creating a group situation in which they can react in a typical way to a particular value or relationship. Students are to gain insight into themselves and the values they hold. This is a book with specific activities for the teacher to use and are related to topics of interest and relevance to adolescents.

Roberts, J.I. (1970). Scene of the battle: Group behavior in urban classrooms. New York: Doubleday & Company.

Roberts believes that urban teachers must have an awareness and understanding of group behavior and that the majority of problems in inner-city classrooms are related to our woeful inadequacy in this area. Knowledge of group behavior is crucial to learning in urban schools. The book has vivid, real-life examples that highlight typical problems and give teachers concrete assistance in developing this expertise. Urban teachers will appreciate this book for it links theory with practice and it makes sense!

Schmuck, R.A., Schmuck, P.A. (1975). Group processes in the classroom. Dubuque, IA: William C. Brown Company.

The classroom is not composed of two-person units but of a myriad of groups - large and small, and formal and informal. Knowledge about the group processes operating in the classroom will enable the teacher to more effectively foster student learning. Group expectations, leadership, attraction, norms, communication, and cohesivenesss are major topics.

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Schmuck, R.A., & Schmuck, P.A. (1974). A humanistic psychology of education. Palo Alto, CA: National Press Books.

"Humanized schools...are those where the environment sets the stage for successful personal encounter; where ideas, facts, and feelings are openly expressed; where conflict is brought out into the open, discussed, and worked on; whre emotions share equal prominence with the intellect; and where learning activities integrate the personal interests of students and the learning goals of the school". This book is an effort to make this statement meaningful and practical. Its emphasis is on the theoretical constructs of social psychology and on school related applications. An excellent annotated bibliography is included for each chapter.

Slavin, R.E. (1973). Student team learning: An overview and practical guide. Washington, D.C.: National Education Association.

Essentially a manual for the cooperative learning techniques developed at Johns Hopkins University - Student Teams Achievement Divisions (STAD), Teams Games Tournaments (TGT), and Jigsaw II - this book is written to instruct teachers in the implementation of cooperative learning in the classroom. Here is the "how to".

Stanford, G. (1980). Developing effective classroom groups: A practical guide for teachers. New York: A & W Publishers.

This valuable book, while based upon sound theory, is primarily designed to be a practical guide for teachers. The author has created a "technology for implementing the science of group behavior". Stanford, an experienced teacher, has devised learning activities to introduce students to a new skill or attitude, or to alter the classroom in some way. The activities or structured experiences have been actually implemented in the classroom and found to be effective.

Vorrath, H.H., & Brendtro, L.K. (1974). Positive peer culture. Chicago: Aldine Publishing.

As the title suggests, the authors believe that adults who work with youth monopolize the giving of help. Stress is placed on restructuring environments in which young people live and work so that they begin to assume some responsibility for helping themselves. The reader will recieve a set of guidelines for running effective groups. Although first developed as a technique for delinquent youth, there is much to stimulate the thinking of the regular classroom teacher.

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Behavior Modification

Andersen, C.M. (1974). Classroom activities for modifying misbehavior in children. New York: Center for Applied Research in Education.

The author has written a practical book for dealing with classroom misbehavior which relies heavily on the principles of behavior modification. He outlines strategies for the teacher, including contracts, token economies, time-out booths, and indirect behavior control. A total of 43 activities are included in this small volume.

Axelrod, S. (1983). Behavior modification for classroom teachers. New York: McGraw-Hill.

Although certainly practical, this book is not superficial. It presents a thorough explanation of behavioristic principles as they are applied in classroom settings. Teachers will particularly appreciate two chapters - "Typical School Management Problems and How Educators Solved Them", and "Commonly Asked Questions about Behavior Modification and One Person's Answers". typical school management problems include discussion of twelve situations typical from kindergarten through high school.

Baker, R.L. & Schutz, R.E. (1971). Instructional product development. New York: Van Nostrand Reinhold.

I suspect that this book should be required reading for the novice who wishes to command the principles of precision teaching, programmed instruction, and/or contingency contracts. Although not a cookbook, it is specific and practical. The reader is encouraged to develop greater sophistication and skill in educational development (an interesting term). Although it was written for the novice, this is not a book for quick reading, but a systematic text that will challenge the reader.

Beatty, J. B. (1973). The onion sandwich principle and other essays on classroom management. Columbus, OH: Charles E. Merrill.

This collection of essays is focused on the theme of "humanistic behaviorism". Three major sections deal with learning and the individual, education and the group, and teaching and learning styles. The authors are committed to striking a balance between freedom and exploration and utilizing learning theory systematically in the classroom. The book conveys a sense of humanness, common sense, and academic credibility.

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Becker, W.C., and others. (1971). Teaching: A course in applied psychology. Palo Alto, CA: Science Research Associates.

A classic text, this book is a course intended to teach the principles of behavior modification and the skills to effectively utilize these principles in the classroom. Part I is a behavior-modification primer for the teacher, while Part II examines the act of teaching from the behavior-modification perspective. The book itself is structured to utilize the principles it seeks to teach.

Blackham, G.J. & Silberman, A. (1980). Modification of child and adolescent behavior. Belmont, CA: Wadsworth Publishing.

This book provides a clear explanation of the techniques of behavior modification for the parent and for the classroom teacher. Modification of behavior in the regular classroom, with special groups of children, in classroom problem situations, in adolescents, and in problems which occur in the home are topics of separate chapters.

Canter, L. with Canter, M. (1979). Assertive discipline. Los Angeles, CA: Lee Canter and Associates.

This is the book for those who think that there is one right answer or one best approach to discipline and classroom management. The first chapter, "Power to the Teacher", is quite descriptive of the approach - the teacher is most definitely in charge. Although the authors stress many valuable and insightful points, the reader is encouraged to be critical. When is assertive discipline appropriate? What are the basic assumptions that undergird the approach? Can you live with it?

Carter, R. (1972). Help! These kids are driving me crazy. Champaign, IL: Research Press.

This informal, short book is intended to teach the teacher how to bring a class under control and to stop disturbing, harmful or unproductive behavior in individual students by using the principles of behavior modification. Although certainly not a comprehensive text, it is a helpful, clearly written book.

Clarizio, H.F. (1976). Toward positive classroom discipline. New York: John Wiley & Sons.

Five principles or strategies designed to both facilitate the academic and personal adjustment of students and to make classroom life more pleasant and easy are described in detail. The author describes these strategies as humanistic behaviorism. Recognizing that such methods are often easier said than done, a chapter dealing with some basic tips for implementation is included. The reader will appreciate the examples and illustrations throughout the book.

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Epstein, C. (1979). Classroom management and teaching: Persistent problems and rational solutions. Reston, VA: Reston Publishing.

Epstein's book applies behavior modification theory to a variety of common classroom problems and suggests practical approaches to working with these difficult situations. The book centers on such classroom realities as physical management, management of time, communication, curriculum, self-concept, and change. It considerably extends the term "management" beyond poor behavior.

Homme, L. and others. (1972). How to use contingency contracting in the classroom. Champaign, IL: Research Press.

This book explains Grandma's Law which states: "First clean up your plate, then you may have your dessert." A teacher who uses contingency contracts makes an agreement with students whereby she/he promises rewards in return for the desired learning behavior by the students. The approach is suitable for any grade level, any subject and for individuals, or as a total classroom management system.

Krumboltz, J. D., & Krumboltz, H.B. (1972). Changing children's behavior. Englewood Cliffs, NJ: Prentice-Hall.

"If you know how you want your children to behave, this book will tell you how to accomplish it". Approximately 150 illustrations based on actual events are listed for the readers reference at the beginning of the book. Based upon principles of behaviorism, the book discusses strengthening existing behavior, developing new behavior, maintaining new behavior, stopping inappropriate behavior, modifying emotional responses, and changing your behavior.

Long, J.D., & Williams, R.L. (Eds.). (1973). Classroom management with adolescents. New York: MSS Information Corporation.

A custom-made book of readings prepared for the courses taught by the editors, it is specifically concerned with the application of behavior management procedures to adolescent populations, particularly adolescents in regular classroom settings. Secondary teachers will value this collection.

Madsen, C.H., Jr., & Madsen, C.K. (1974). Teaching/discipline: A positive approach for educational development. Boston: Allyn and Bacon.

Intended as a teacher's guide in the use of behavioral principles relating to classroom discipline and subject-matter presentation, this book is easily read and immediately usable. A significant portion of the book is devoted to "Changing Wrong Associations," which are case studies of disruptive children or damaging practices in the classroom. Both the research findings which relate to the case and the behavioral remedy are presented.

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Malott, R.W. (1972). Contingency management in education and other equally exciting places. Kalamazoo, MI: Behaviordelia.

This is a humorous book, written primarily in comic book form, that seeks to explain contingency management as pleasantly as possible. Some will find the book helpful and enjoyable; some, perhaps, will find it a bit distracting and silly.

Medland, M., & Vitale, M. (1984). Management of classrooms. New York: Holt, Rinehart and Winston.

B.F. Skinner and his contemporaries have guided the theoretical and philosophical foundations of this text. Behaviorism is used to understand and guide children's behavior. Whether or not it is an asset or a liability, it is clear that teachers are taught to mold behavior to existing school practices and procedures as they currently exist. Social behavior is considered as are grading practices. This is a step-by-step manual for the teacher committed to behaviorism.

O'Leary, D.K., & O'Leary, S.G. (Eds.). (1977). The successful use of behavior modification. Pergamon.

The purposes of this book are to: 1) supply the reader with a set of principles about changing behavior, 2) present research relating to the use of these principles in the classroom and 3) discuss procedures for preventing and dealing with problems in the classroom. A major strength of the book is the emphasis on issues of relevance to the teacher accompanied by the related research. It is more sophisticated than "how to".

Poteet, J.A. (1973). Behavior modification: A practical guide for teachers. Minneapolis, MN: Burgess Publishing.

This is a slender but comprehensive book with a straight-forward approach. It is divided into the following topics: describing behavior, measuring behavior, understanding behavior, modifying behavior, and evaluating behavior. Poteet combines sound theory with a knowledge of the tasks of the teacher.

Skinner, B.F. (1971). Beyond freedom and dignity. New York: Alfred A. Knopf.

Certainly this is "must" reading for the teacher who systematically uses the principles of behavior modification in the classroom, for it raises complex philosophical issues that should be considered. Behaviorism has its critics and its advocates. To be either, a critic or an advocate, the philosophical issues need to be thoughtfully studied.

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Stainback, W.C., Stainback, S.B., Payne, J.S. & Payne, R.A. (1973). Establishing a token economy in the classroom. Columbus, OH: Charles E. Merrill.

The teacher who is considering establishing a token economy in the classroom will enjoy this simple, clear book. It includes an explanation of the basic principles of behavior modification, step-by-step procedures for teachers and an important chapter on the limits of behavior modification. Included also is a full chapter describing useful books, articles, and films.

Walker, J.E., & Shea, T.M. (1984). Behavior management. St. Louis: Times Mirror/Mosby.

Although the emphasis is on the classroom applications of the principles of behavior modification, the book extends beyond behaviorism and devotes chapters to psychoanalytic-psychodynamic behavior management and environmental and biophysical behavior management. Parent training and home/school cooperation are addressed and the final chapter deals with the crucial issue of ethics and behavior management. Each chapter includes a quiz, suggested projects, and further references. The case studies and examples interspersed throughout the text help to increase understanding.

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GENERAL OR COMPREHENSIVE

Some books defy classification because of their more general orientation or their more comprehensive approach to management. The following references are books that don't advocate a single approach to managing a classroom or managing behavior, books that provide philosophical or theoretical underpinnings to why certain approaches might be better than others, and, in a few instances, popular books of which the teacher might want to be aware.

Bandura, A. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice-Hall.

Bandura has provided a comprehensive, unified theoretical framework for analyzing human thought and behavior. The social learning theory approaches the explanation of human behavior in terms of a reciprocal interaction between cognitive, behavioral, and environmental determinants. Both people and their environments are reciprocal determinants of each other. This is an important theoretical book.

Charles, C.M. (1981). Building classroom discipline: From models to practice. New York: Longman.

Several aspects combine to make this an excellent resource, particularly for the preservice teacher. First, the author has actually summarized seven of the most utilized approaches to discipline (Redl and Wattenberg, Kounin, neo-Skinnerian, Ginott, Glasser, Dreikurs, and Canter). A brief bibliography is included for each model. Second, the models have been synthesized into some basic principles, 20 recurring themes, some fundamental practical guidelines, and 20 major strategies and techniques. The book has value for the novice teacher.

Charles, C.M. (1983). Elementary classroom management. New York: Longman.

Charles has written a very clear handbook that could be of immeasureable comfort and assistance to the student teacher or the novice teacher. Checkpoints are listed at the conclusion of each chapter and serve as a summary and as a checklist or reminder. The book also helps teachers to understand that good classroom management extends beyond the concept of discipline.

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Combs, A. (1982). A personal approach to teaching: Beliefs that make a difference. Boston: Allyn & Bacon.

Those who subscribe to humanistic theories of education will enjoy this informal journal of one person's beliefs. Combs has said these things before, but his admirers will still want to read the book. Hopefully, young educators might be inspired to carefully examine the beliefs that guide their own professional behavior. Also, humanistic educators are likely to appreciate seeing some of their favorite ideas so cogently expressed.

Combs, A. W., Avila, D.L. & Purkey, W.W. (1971). Helping relationships: Basic concepts for the helping professions. Boston: Allyn and Bacon.

This book is basic for gaining insight into the reasons people behave the way they do and how teachers and other professional helpers can be of assistance. The book considers two major questions: 1) What ideas about human behavior have special value for understanding the helping relationship? and 2) What do these ideas imply for effective practice in the helping professions? Perceptual psychology forms the basic premises of this book.

Combs, A.W. (1979). Myths in education. Boston: Allyn and Bacon.

"People act according to their beliefs..." and some of those beliefs are myths ground in folk wisdom and intuition. Combs explores myths in our culture, myths about persons and behavior, and myths about learning and schooling. He believes that the leading profession cannot be ground in mythology and challenges the reader to explore such cherished myths as "if it's hard, it's good for you".

Combs, A. W., (Ed.).(1982). Perceiving, behaving, becoming. Washington, D.C.: Association for Supervision and Curriculum Development.

Earl Kelley, Carl Rogers, Abraham Maslow, and Arthur Combs are the authors of the four major chapters which comprise the core and thesis of this book. "Third Force" psychology, its theories and applications, was a newer construct in 1962, but the ideas and challenges presented by the authors of this book remain pertinent more than twenty years later.

Curwin, R.L. & Mendler, A.N. (1988). The discipline book: A complete guide to school and classroom management. Reston, VA: Reston Publishing.

This is really not a complete guide for some topics are treated quite lightly, however, it does propose a successful method for developing and enforcing rules and procedures for the class and for the teacher. This concrete example of shared decision-making is an important contribution.

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Dinkmeyer, D., McKay, G.D., & Dinkmeyer, D. Jr. (1980). Systematic training for effective teaching. Circle Pines, MN: American Guidance Services.

STET relies heavily on the work of Rudolf Dreikurs and systematically teaches the educator how to create a democratic classroom with choices, logical discipline, and a classroom where self-discipline is encouraged. The book details how to: 1) establish a climate of equality and mutual respect, 2) encourage students, 3) offer students a role in decision-making, and 4) develop students' self-discipline by offering them consistent, logical, fully understood guidelines for behavior. This book is ideally constructed for workshops or an independent study. The information is especially clear and concise.

Discipline and learning: An inquiry into student-teacher relationships. (1977). (Revised Edition). Washington, D.C.: National Education Association.

The chapters in this book are written by various professionals - teacher and administrator, counselor and psychologist, lawyer and school board member. Their unique perspectives represent some of the major forces which affect our schools. The book is intended to encourage discussion and to stimulate the consideration of options and alternatives available in each classroom situation.

Dobson, J. (1972). Dare to discipline. Wheaton, IL: Tyndale House Publishers.

This book is filled with the kind of advice that you would expect from a loving grandmother or a traditional family doctor. Although based upon a Christian family orientation, it should be helpful for parents and teachers alike who need support in setting limits for their children. Dobson does advocate corporal punishment in some situations.

Duke, D.L. (Ed.). (1979). Classroom management. The Seventy-Eighth Yearbook of the National Society for the Study of Education. Chicago, IL: The University of Chicago Press.

This collection of essays attempts to provide a broad picture of what is currently known about the management of classrooms. The essays range from the theoretical to the more practical. Authors such as John Goodlad and Daniel Duke are included. This varied, multidimensional approach is thought-provoking and challenging.

Duke, D.L. & Meckel, A.M. (1980). Managing student behavior problems. New York: Teachers College Press.

One of the few approaches that deals with the school organization as opposed to the individual teacher, this book offers the Systematic Management Plan for School Discipline (SMPSD). The SMPSD addresses changes in the organizational structure of schools, not instructional techniques or personal interactions. Divided into seven components, the SMPSD approach is a collaborated one and must be worked at with colleagues. It is a particularly good book for school administrators.

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Duke, D.L. & Meckel, A.M. (1984). Teacher's guide to classroom management. New York: Random House.

Discipline as one part of classroom management is the topic of this practical book. The authors consider the teacher to be "an intelligent consumer of pedagogical ideas - an individual, who, when provided adequate information on a variety of options, is capable of selecting the most appropriate alternative." Nine approaches to this aspect of classroom management are presented then classroom applications are related to six pervasive school problems (attendance; incomplete assignments; smoking, drinking, and drugs; aggressive behavior; student disrespect toward students; and student disrespect toward teachers). Although not designated as such, the book seems particularlly appropriate for secondary teachers.

Dunkin, M.J. & Biddle, B.J. (1974). The study of teaching. New York: Holt Rinehart and Winston.

This is a text which is intended to serve as a guide to methods, concepts, and research on teaching. It addresses such important topics as early research on teacher effectiveness, classroom climate, management and control, the classroom as a social system, and sequential patterns of classroom behavior. The authors summarize the research findings in these areas for teachers. Of major importance are the recommendations for researchers (and this should include teachers and administrators) for additional research is sorely needed to move us beyond the intuitive and the traditional.

Emmer, E.T., Evertson, C.M., Sanford, J.P., Clements, B.S. & Worsham, M.E. (1984). (1984). Classroom management for secondary teachers. Englewood Cliffs, NJ: Prentice-Hall.

With a rich research base, this book aids the secondary teacher in the smooth functioning of a classroom, including the floating classroom. Again, the ideas in this book are workable and the book should be required reading for student teachers and beginning teachers -- it deals with the nitty-gritty that undergirds effective instruction. The case studies and checklists are particularly useful as are the activities for pre-service teachers.

Evertson, C.M., Emmer, E.T., Clements, B.S., Sanford, J.P. & Worsham, M.E. (1984). Classroom management for elementary teachers. Englewood Cliffs, NJ: Prentice-Hall.

For the novice (or disorganized and distraught) teacher this research based book is a practical and realistic necessity. Classroom management is addressed as a comprehensive topic including such things as room arrangement, class rules, organizing instruction, and management of inappropriate behavior. Checklists and case studies help to make the book even more usful. This kind of assistance for teachers has been sorely needed.

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Fine, M.J. (1973). The teacher's role in classroom management. Lawrence, KS: Psych-Ed Associates.

This small book is intended to both give the teacher immediately practical strategies in managing the disruptive child and toprovide a broad overview of techniques of humanistic behavior modification, group process, and the socio-emotional climate approaches toclassroom management. It is not an in-depth text, but does include a useful bibliography for the reader who wishes to pursue certain approaches to a greater degree.

Gnagey, W.J. (1981). Motivating classroom discipline. New York: Macmillan.

This slender book is inted to be very pragmatic. The author cites research studies and gives classroom examples to illustrate each chapter. For some reason it seems to fall short, perhaps it is because the reader remains unengaged. Application exercises or problem situations might strengthen the book. Additional readings would also extend the book's usefulness.

Gray, J. (1974). The teacher's survival guide: How to maintain classroom discipline and live to tell about it. Belmont, CA: Fearon.

Classroom management is conceived primarily as control by this author. Many of the tips are useful; some are old truisms and some will repel the teacher who believes in more professional behavior than the use of power and authority. For example, ridicule is an approved strategy for dealing with troublemakers. Read this book critically.

Gray, J. (1978). Teaching without tears . Belmont, CA: Fearon.

Gray call this a bookbook written by a self-appointed oracle with 11,000 hours of experience in the classroom. It is predicated on the assumption that "teacher training" is a misnomer and that new teachers are not knowledgeable about the everyday functions and tools of the trade. It reads like a conversation with a jaded veteran who is willing to teach you the ropes.

Grey, L. (1974). Discipline without fear. New York: Hawthorn Books.

This book was written for parents of elementary school aged children and is based upon the principles of psychology as developed by Alfred Adler. Stress is placed on non-threatening, logical discipline. Several thoughtful chapters are specifically written about schools - "School Problems and Parental Responses" and "What is Wrong with Our Schools". An additional helpful chapter is on the psychological problems of children with physical and mental handicaps.

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Greer, M. & Rubinstein, B. (1972). Will the real teacher please stand Up? Pacific Palisades, CA: Goodyear.

Hopefully this brief and partial quote from the engaging and creative preface to the book will sufficiently engage the reader and stimulate the thoughtful study of the entire work. It's a must for the humanistic educator!

"A is fo authoritarian schooling which we need less of.
B is for beginning to try new ways and for becoming you real self.
C is for change and creativity.
D is for democratic processes.
E is for education, of course and for everything in this book.
F is for freedom, which goes with responsibility, and feeling, which goes with thinking.
G is for groups and games we play.
H is for humanizing the classroom....."

Holt, J. (1964). How children fail. New York: Pitman.

One of the first of John Holt's books, it remains both relevant and challenging for failure still permeates our schools. Written as a journal, Holt describes his observations of children and schools. Failure and its effect on children is central to the book - how children fail in school and how schools fail our children.

Howard, E.R. (1978). School discipline desk book . West Nyack, NY: Parker.

Howard is well known for his work in school climate and his book is actually dedicated to the improvement of school climate. Acknowledging that the causes of many discipline problems lie within the larger society, the author also believes that many primary causes are deeply rooted in the nature of the school itself. He suggests that educators seek practical ways to modify the institution. The book cites a variety of successful examples.

Jones, V.F. (1980). Adolescents with behavior problems. Boston: Allyn and Bacon.

Teachers of adolescents have truly needed a book like this. The author believes that unproductive behavior is caused by the interaction of an environment that fails to meet adolescents legitimate needs and the adolescents' skill deficits that prevent them from responding in productive ways to the school environment. This humane approach is positive rather than punitive. The book offers concrete strategies for assisting students in developing productive behaviors. An extremely valuable section concerns working with the parents of teenagers in order to establish a cooperative working alliance between home and school.

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Jones, V.F. & Jones, L.S. (1981). Responsible classroom discipline. Boston: Allyn and Bacon.

More comprehensive than many other texts, this book looks at preventing discipline problems by including chapters on understanding students' basic psychological needs, understanding students' academic needs and interests, and establishing positve interpersonal relationships. Then Part 3 deals with techniques and strategies for when prevention fails. Two approaches are stressed - behavioristic strategies and problem-solving strategies. The emphasis on prevention is especially valuable.

Kohut, S. Jr., & Range, D.S. (1979). Classroom discipline: Case studies and viewpoints. Washington, D.C. National Education Association.

This NEA publication is an attempt to bridge the gap between the theoretical and practical dimensions of learning with important implications for classroom management and discipline. The case studies included are actual, true-to-life situations contributed by teachers, administrators, and paraporfessionals and are pertinent to urban, rural, and suburban schools.

Kolesnik, W.B. (1975). Humanism and/or behaviorism in education. Boston: Allyn and Bacon.

Kolesnik has written a much needed book. He presents a non-technical, unbiased, easy-to-read comparison of humanism and behaviorism as they relate to education. The purpose of the book is to help readers formulate their own conclusions about education, behaviorism, and humanism. This is certainly an issue that educators much face and Kolesnik makes it easier.

Kolesnik, W.B. (1978). Motivation: Understanding and influencing human behavior. Boston: Allyn and Bacon.

By concisely and conscientiously summarizing the major psychological theories that seek to explain human behavior, Kolesnik provides a major service for educators. His summaries not only clarify the major concepts as developed by theorists but he also points out the significant similarities and differences between them. Two concluding chapters seek to apply these theories to motivation and classroom management and motivation toward scholastic achievement.

Lemlech, J.K. (1979). Classroom management. New York: Harper & Row.

Lemlech's book is filled with good advice. A great strength is that its focus includes instructional management skills, arranging a supportive learning environment, emphasis on managing a group, and the often neglected area of working with other adults. A limiting factor would seem to be that each of these areas seem to be dedicated to the work of a few experts or a few techniques. For example, learning centers are the main thrust of the section on instructional management.

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Long, J.D. & Frye, V.H. (1977). Making it till friday: A guide to successful classroom management. Princeton, NJ: Princeton Book Company.

The authors have emphasized somewhat the techniques of behavior modification but have also included some other techniques of managing or dealing with disruptive student behavior such as utilizing other resources including parent conferences and consulting with other professionals, and examining one's own beliefs, perceptions, and behaviors. A very valuable chapter is included on ethical and legal problems of classroom management. This book seems particularly useful because of the extension beyond behavior modification.

Maslow, A. (1954). Motivation and personality. New York: Harper and Row.

A classic, this book explores motivation or what makes people behave the way they do. Maslow's theory of motivation is part of a more comprehensive "third force" psychology. The well known hierarchy of needs is Maslow's theory of motivation. The techniques of observing healthy, "self-actualized" people in order to classify and study similarities is a rather unique strategy. Maslow is well worth reading.

Pronin, B. (1983). Substitute teaching: A handbook for hassle-free subbing. New York: St. Martin's Press.

The first part of this handy book is most useful, yet much of it is likely to be outdated by the time it is read. Most of the remainder of the text consists of general guidelines and a wide variety of specific activities, tricks, and tips for the substitute. The author quite obviously loves her work and, having had direct experience, is both helpful and encouraging. The experienced substitute will not find anything new here, but the newcomer will truly appreciate the assistance.

Rinne, C.H. (1984). Attention: The fundamentals of classroom control. Columbus, OH: Charles E. Merrill.

The author has developed a Taxonomy of Classroom Controls which is the organizing structure of the book. The comprehensive taxonomy focuses on student attention to classroom content, analyzes a multitude of techniques of classroom control, and dicusses when each technique might be appropriate. The taxonomy ranges from the more important principles such as teacher expectations to the less important use of student names, but it does provide a structure to analyze teaching behaviors.

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Rosenthal, R. & Jacobson, L. (1968). Pygmalion in the classroom. New York: Holt, Rinehart and Winston.

Teacher expectations do indeed make a difference. The research of Rosenthal and Jacobson is certainly an eye-opener for many teachers. The book is about interpersonal self-fulfilling prophecies: how one person's expectation for another person's behavior can quite unwittingly become a more accurate prediction simply for its having been made. Although some of the methodology has been challenged by other scholars, this work remains important.

Tanner, L.N. (1978). Discipline for effective teaching and learning. New York: Holt, Rinehart and Winston.

Tanner has written one of the most comprehensive books on discipline. She stresses that teachers should have at their command alternative models of discipline, the need for viewing classroom discipline, curriculum, and instruction relatedly and the developmental aspects of discipline. All three emphases are unique and offer the teacher a sensible approach to helping children grow in the ability for self-discipline.

Wallen, C.J. & Wallen, L.L. (1978). Effective classroom management. Boston: Allyn and Bacon.

The Wallens have attempted to provide a multi-dimensional approach to classroom management that is based upon adequate theory and is practical and workable for the teacher. A wide variety of methods with abundant examples are included. Some of the proposals are more unrealistic than they first appear because they rest on decisions made by others, not the classroom teacher. An example of this would be curriculum and staffing changes.

What every teacher should know about student rights. (1975). Washington, D.C.: National Education Association.

Based on the American Civil Liberties Handbook, The Rights of Students, this brief booklet provides information concerning what the current law states regarding punishment, personal appearance, school records, due process, in loco parentis, and the right to an education.

Winters, K. & Felber, M. (1980). The teachers cookbook. Belmont, CA: Pitman Learning.

My most basic reservation about this book is that those who probably need it the most will be too harassed or undisciplined to systematically use it. It is, in essence, a workbook that to be most effective should be done, not just read. It would serve well as a guide for an informal teacher support group or for a total faculty commitment. The exercises are idea starters to both revive the spirits of teachers and give ideas for positive change that will make classrooms better for kids.

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Wlodkowski, R.J. (1978). Motivation and teaching: A practical guide. Washington D.C.: National Education Association.

Wlodkowski presents a straightforward, useful, and realistic book about motivation and teaching. He has not been trite nor superficial but has acknowledged the complexity of the task - "Teaching is not and may never be a sure thing, that what makes students learn cannot be guaranteed or totally predicted (p.7)". The model utilized is a skillful synthesis of what is known about human needs and the job of the teacher. Of great value are the examples which are included throughout the book and, most specifically, the teacher plans in the last chapter. These lesson plans will help the educator begin to use Wlodkowski's model.

Wolfgang, C.H. & Glickman, C.D. (1980). Solving discipline problems. Boston: Allyn and Bacon.

A major strength of this book is its insistence that no single method of handling discipline problems can be effective in every case. The major approaches to dealing with discipline problems - Glasser's Reality Therapy, Gordon's Teacher Effectiveness Training, Transactional Analysis, Values Clarification, behavior modification, and others - are quite thoroughly discussed, and more importantly, analyzed and categorized. This categorization (non-interventionists, interactionalists, and interventionists) is useful in helping the teacher select the most appropriate strategy. Chapters on development and working with the especially difficult students are welcome.

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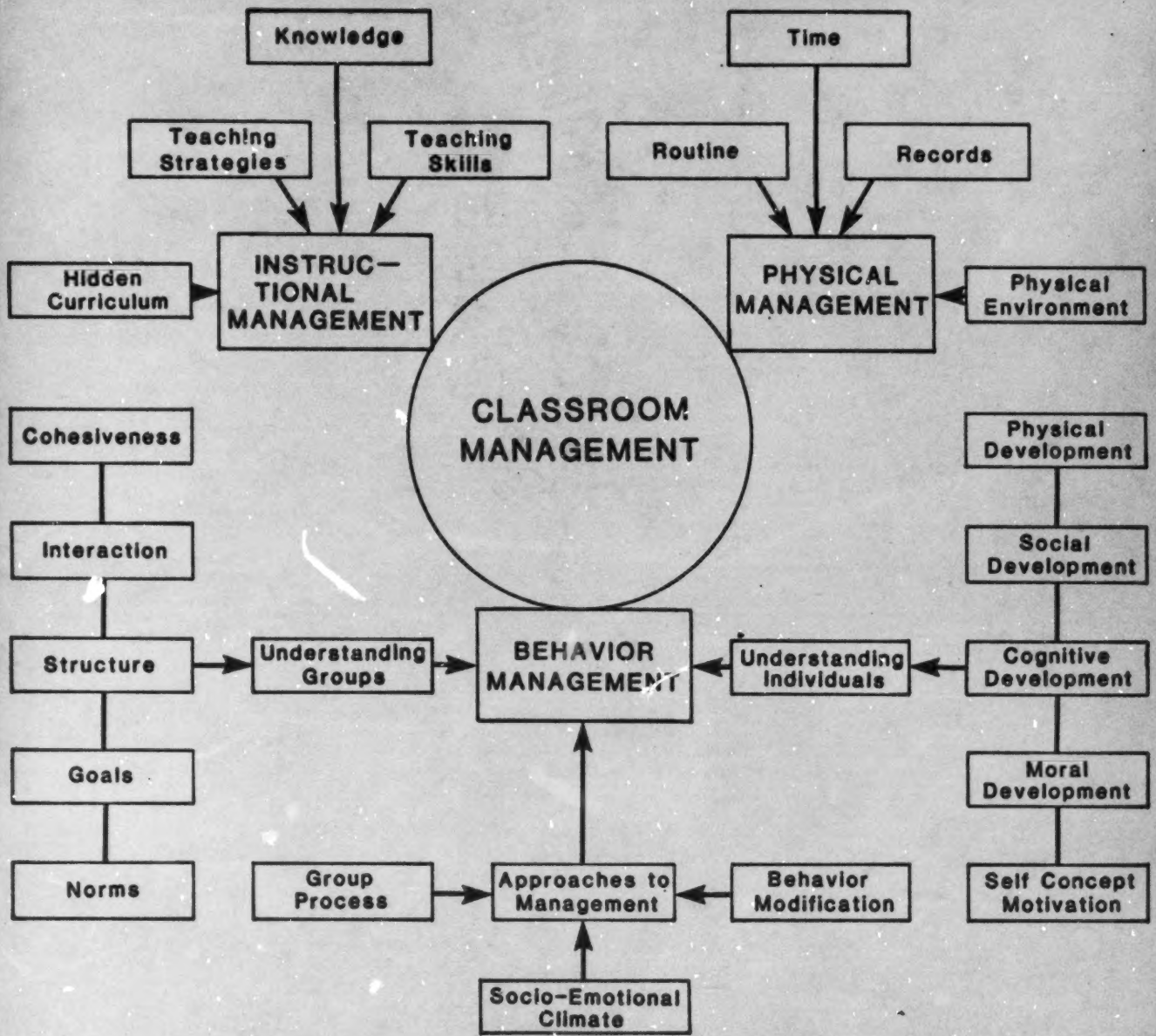
THE INTERACTIVE TRIAD MODEL OF CLASSROOM MANAGEMENT



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